SRO
STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

Unreasonable Hardship Determination Report

Gompers Elementary-Middle School

February 2017

Table of Contents

Framework

State School Reform/Redesign Office Background and Legal Authority

The State School Reform/Redesign Office (SRO) was established in 2010 to serve as Michigan's academic accountability office. The mission of the SRO is to turn Michigan's Priority Schools into the highest-performing schools in Michigan. The SRO's vision is to create the necessary conditions for a globally superior public education system. To do this, the SRO uses both incentives for academic success and consequences for chronic failure. The following state and federal statutes establish the SRO and govern the office's action steps:

Michigan's Revised School Code 380.1280c: Section 1280c of the Revised School Code charges the SRO with the responsibility of identifying and supervising the lowest achieving 5% of schools (Priority Schools). Priority Schools submit reform/redesign plans to improve performance, and the SRO is granted authority to implement intervention if academic progress is not made (i.e. CEO operator for multiple schools, State School Reform/Redesign District (SSRRD), etc.). Priority Schools are required to submit monitoring reports to the SRO in a manner and frequency as determined by the SRO. The statute also provides exemptions for districts under emergency management.

Michigan's Executive Order No. 2015-9: Executive Order 2015-9 transferred the SRO from the Michigan Department of Education (MDE) to the Department of Technology, Management, and Budget (DTMB). It also transferred all authority, powers, duties, functions, and responsibilities assigned to MDE and the Superintendent of Public Instruction under MCL 380.1280c to the SRO.

Michigan Public Act 192 (i.e. Enrolled House Bill 5384): The law divides the Detroit Public School District (DPS) into two separate districts and requires the SRO to mandate school closures via specified stipulations.

Under these statutes, the State School Reform/Redesign Office must make notifications and issue orders to Public School Academy Authorizers and/or Traditional Public School Superintendents/Board Presidents establishing different levels of accountability based on the performance of the schools they operate/authorize.

Purpose

On January 20, 2017, the SRO published the order subjecting [School] to a Next Level of Accountability pending an Unreasonable Hardship Determination as required under subsection 391(3), MCL 380.391(3). The purpose of this report is to:
- Outline the Unreasonable Hardship Review Process
- Detail the findings of the Unreasonable Hardship Review
- Publish the final Unreasonable Hardship Determination for **Gompers Elem.-Middle School,** and
- Detail next steps that the SRO recommends in light of the final Unreasonable Hardship Determination.

Unreasonable Hardship Review Process

In accordance with MCL 380.391(3), the SRO must complete an analysis of whether closure of [**Gompers Elementary-Middle School**] will result in unreasonable hardship to pupils attending [**Gompers Elementary-Middle School**]. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure to determine if closing the identified school(s) would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that the closure of a failing school does not necessitate the enrollment of a displaced student in another failing school. The SRO's Unreasonable Hardship Review will consist of three parts:

1. **Part 1:** A comprehensive review of all available data related to the past and current performance of the identified school(s)
2. **Part 2:** An academic and an operational on-site review
3. **Part 3:** A detailed examination of other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure.

A set of research-based Turnaround Practices served as the framework for the SRO's Unreasonable Hardship Review. The Turnaround Practices[1] are based on both academic and practice-based research on the common characteristics of successful turnaround schools and are organized into five different domains:

- **Domain 1:** Leadership, Shares Responsibility, and Professional Collaboration
- **Domain 2:** Intentional Practices for Improving Instruction
- **Domain 3:** Providing Student-Specific Supports and Instruction to All Students
- **Domain 4:** School Climate and Culture
- **Domain 5:** District System: Districts develop systems to support, monitor, and sustain turnaround efforts

By structuring the SRO's Unreasonable Hardship Review around these domains the SRO is acknowledging that in determining unreasonable hardship one must not only examine historic performance but must also work intimately with local community members and educators to determine if the academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

All of the information produced and insights gained from the Unreasonable Hardship Review Process have informed the SRO's Final Unreasonable Hardship Determination, which consists of a series of 3 Key Questions:

- **Question 1:** Are the academic and operational realities of the identified school reflective of a school poised for rapid turnaround?
- **Question 2:** Are there are sufficient other public school options reasonably available to these pupils?
- **Question 3:** Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

---

[1] See Edmonds, 1979; Bryk et al., 2010; Marzano, 2003; Newmann et al., 2001; Lane et al., 2014)

Unreasonable Hardship Review Part 1: Data Review

In an effort to inform the Unreasonable Hardship Determination, the SRO requested a comprehensive set of both academic, cultural, and operational data from **[Gompers Elementary-Middle School]**. The data provided can be viewed in Appendix A. In reviewing this data as well as previously state-reported academic data, the SRO has identified the following Key Takeaways related to the past, and current realities of **[Gompers Elementary-Middle School]**.

Data Review Key Takeaways

- **Academic** (Domains 2 and 3)
    - Proficiency
        - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Mathematics decreased from 16.11% to ▮▮▮
        - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Mathematics decreased from 28.99% to ▮▮▮
        - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Reading/ELA dropped from 39.91% to 12.36%
        - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Reading/ELA increased from 31.88% to 5.48%
        - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Science was ▮▮▮ in 2014 and ▮▮▮ in 2016
        - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Science wa▮▮▮ 2014 an▮▮▮ 2016
        - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Social Studies fell from ▮▮▮ in 2014 and ▮▮▮ in 2016
        - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Social Studies wa▮▮▮ 2014 and ▮▮▮ 016
    - Student Instructional Support Systems (Interventions)
        - Positive Behavior Intervention and Support (PBIS) is used at Gompers. PBIS identifies current problems through self-assessment, procedures for encouraging expected behaviors, and procedures for discouraging violations of school-wide expectations and rules. Gompers also uses Restorative Practices. This promotes dialogue, accountability, and a stronger sense of community. Gompers is a Comer school in which we meet the needs of the whole child through the six developmental pathways: cognitive-intellectual, physical, social-interactive, speech and language, moral, and psycho-emotional. A community partner, the Development Center, services students' social, emotional, and behavioral needs. A social worker, psychologist, and school counselors intervene with strategies for social skills, problem-solving techniques, and other personal issues. Gompers is implementing Attendance Works with the My Brother's Keeper Success Mentor's Initiative this year. This data-driven initiative targets students with moderately chronic absenteeism by pairing students who are absent 10%-20% of school with trained in-house mentors who serve as connectors to help flag the challenges causing absenteeism.
    - Curriculum
        - ELA: Preschool students utilize the HighScope Curriculum for Language, Literacy and Communication. Students engage in active participatory learning to address reading, comprehension, speaking, vocabulary, phonological awareness, alphabetic knowledge,

book knowledge, concepts about print, and writing. Students in grades K-8 are instructed using the Common Core Standards for English Language Arts. The core curriculum resource for K-6 is SRA's Imagine It! which provides instructional strategies in the five key areas of Reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency. The core curriculum resource for grades 7-8 is Prentice Hall's Literature and Writing and Grammar.

- Math: Preschool students utilize the HighScope Curriculum for Mathematics. Students engage in active participatory learning to address the following concepts: Counting, recognizing number words and symbols, part-whole relationships, identifying and describing shapes, spatial awareness, measuring, understanding the concept of units, patterns and data analysis. Students in grades K-8 are instructed using the Common Core Standards for Mathematics. The core curriculum resource for K-6 is enVision Mathematics which provides instructional lessons to develop conceptual understanding through daily problem based interactive learning, daily common-core review, built-in professional development, along with differentiated instruction to provide the necessary level of intervention. Students in grade 7 utilize the core curriculum instructional tool of Holt Pre-Algebra. Students in grades 8 utilize the Pearson Algebra 1 Common Core instructional resources.

- Science: Preschool students utilize the HighScope Curriculum for Science and Technology. Students engage in active participatory learning to address the following concepts: Observing, Classifying, Experimenting, Predicting, Drawing Conclusions, Communicating Ideas, Knowledge of the natural and physical world, and exploration of tools and technology. K-12 students are instructed using the Michigan Science Standards. The core curriculum resource for K-5 is Harcourt Science which provides instructional lessons inclusive of hands-on activities and problem solving. Students in grade 6-8 utilize the following resources: Prentice Hall's The Nature of Science and Technology, Science Explorer, and Reading in the Content Area: Science.

- Social Studies: Preschool students utilize the HighScope Curriculum for Social Studies. Students participate in group routines to address the following concepts: Diversity, Community Roles, Decision Making, Geography, History, and Ecology. Students in grades K-8 are instructed using the Grade Level Content Expectations for Social Studies, College, Career, and Civic Readiness standards and cross-curricular connections to the Common Core Standards for English Language Arts. K-2 students use materials produced by the Metropolitan Teaching and Learning Company as the core curriculum resource. Grade 3-8 students use the following resources: Michigan Studies, Our Country and It's Regions, Scott Foresman's The United States, World Explorer: People, Places, and Culture, The American Nation: Beginnings throughout 1877.

- **Climate and Culture** (Domains 3 and 4)
  - Enrollment
    - Between 2014 and 2016, enrollment decreased from 850 to 777 (73 student difference)
    - Between 2014 and 2016 the number of economically disadvantaged students decreased from 114 to 111 (3 student difference).
    - Between 2014 and 2016 the percentage of economically disadvantaged students increased from 82.1% to 87.6%.
    - African Americans consistently make up 97% or more of the student population.

- Between 2014 and 2016 enrollment decreased in all grades except grade 1, which experienced a growth of 8 students, from 86 to 94 students
- The greatest decline in student enrollment occurs in grade 2 from 111 to 91 students.
  - o Attendance
    - Between 2014 and 2016 the attendance rate decreased from 87.6% to 86.0%.
    - Between 2014 and 2016 the percentage of chronically absent students has increased from 65.8% (531 students) to 66.6% (513 students).
- **Professional** (Domains 1 and 5)
  - o Teacher Evaluation
    - Between 2014 and 2016 the number of teachers decreased by nine from 50 to 41.
    - The number of teachers rated as highly effective was 39 (78%) in 2014 and 35 (85.4%) in 2016.
    - The number of teachers rated as effective decreased from 7 (14%) to 6 (14.6%) in 2016.
    - There was 1 teacher rated as marginally effective or ineffective in 2016.
    - In 2016, 1 (2.2%) teachers were rated as marginally effective.
    - In 2016, 0 (0%) teachers were rated as ineffective.

Unreasonable Hardship Review Part 2a: Academic On-Site Review

On February 14, 2017, two representatives of the SRO conducted the Academic On-Site Review for **Gompers Elementary-Middle School.** The purpose of this visit was to gain current and school-specific information related to the current academic realities of **Gompers Elementary-Middle School** from its building leaders, teachers, parents and community members. The Academic On-Site Review was structured as follows:

- Interviews with Building Leadership
- Building Walk-Through with Classroom Observations
- Teacher Leader Focus Group
- Student Focus Group
- Parent/Community Focus Group

In a letter sent on January 23, 2017, the SRO requested that **Gompers Elementary-Middle School** nominate both teacher leaders as well as parents and community members to participate in the Academic On-Site Review.

The review was structured around the research-based Turnaround Practices & questions that served to frame both the interviews as well as the focus group discussions. Responses from conversations were analyzed & evaluated for alignment with key indicators of best practices for high-gain, rapid turnaround schools. The following pages provide the results from the site visit. Rubric ratings (see below) and corresponding evidence (in bulleted form) is provided for each Turnaround Practice component.

Rubric Descriptors

Strong alignment with best practice	Moderate alignment with best practice	Low alignment with best practice
All indicators are evident and there is strong evidence that key structures and practices are being used effectively to improve instruction.	Some of the indicators are evident and there is some evidence that key structures and practices are being used effectively to improve instruction.	A few or none of the indicators are evident and/or there is little to no evidence that key structures and practices are being used effectively.

A key purpose of the site visit is to assess each school's capacity to engage in accelerated turnaround and to inform decisions regarding unreasonable hardship. As such, site reviewers and the SRO are focused on the following overarching questions.

Domain 1: Leadership, Shares Responsibility, and Professional Collaboration
- Does the school have a collaborative environment (e.g., sufficient teaming structures and ways of working together) that can lead to accelerated instructional improvement?
- Does the school leadership have systems in place to monitor and support the implementation of improvement strategies, including the use of frequent classroom observations?

Domain 2: Intentional Practices for Improving Instruction
- Does the school utilize a common core curriculum that is instructionally coherent and that displays a strong understanding of high quality instruction, among teachers and as supported and observed by administrators?
- Does school leadership have a system in place to identify teachers that may need additional support, and specific strategies for providing such support?

Domain 3: Providing Student-Specific Supports and Instruction to All Students
- Does the school have and actively utilize a system of assessments and interventions capable of providing student-specific supports and subsequent monitoring of the effectiveness of interventions?

Domain 4: School Climate and Culture
- Does the school provide a safe, orderly, and respectful environment for students and a collegial and professional culture among adults?

Determining Capacity for Successful Turnaround

Key Question 1: What are the core issues and challenges that have kept students at your school from achieving? How are you addressing these issues and challenges?

Key Question 2: What are the key practices and strategies that distinguish your school, and will allow your school to improve, leading to increased student achievement in the near future?

	Alignment with Best Practice
Adaptive Instructional Improvement All stakeholders espouse an "improvement mindset" reflected in the school's continuous review and assessment of improvement practices and strategies used within the school. Key Indicators • The school stops or modifies strategies that are not working and expands those that are working.	
Respectful and Trusting Learning Environment All stakeholders (students, teachers, community members, etc.) have high expectations for students and value working with and learning from each other. Key Indicators • Parents and students state that they believe that all of the students in the school will succeed (e.g., will do well in classes, graduate, attend and graduate college). • Teachers and administrators work together in formal and informal teams on a regular basis.	
Instructional Rigor Instruction and instructional practices are engaging, differentiated, and sufficiently challenging for all students. Key Indicators • Teachers provide all students with lessons and instruction directly aligned with common core standards and aligned instructional practices. • Written lessons and taught instruction includes stated and written learning objectives, multiple instructional strategies, and challenging (e.g., higher order) tasks, problems, and questioning strategies.	
Targeted Interventions The school expertly uses specific instructional strategies/interventions executed with a high degree of instructional expertise. Key Indicators • Student work is consistently improving. • Instructional strategies and interventions are implemented with fidelity.	

- All of the focus groups cited class size as the most challenging barrier to student achievement. Class sizes were reported with a student-teacher ratio of 50:1.
- All of the focus groups cited "the shortage of teachers" as the second barrier to student achievement.
- All of the focus groups cited behavioral issues as the third barrier to student achievement.

- The leadership reported that student attendance was a barrier to learning.
- The leadership reported the shift in pedagogy when moving to the Common Core Standards (CCS) as a barrier to learning.
- The Community reported that the "old Gompers School" was a Blue Ribbon School and scores declined when the school merged with a low-performing school almost five years ago. Parents reported that many of the former Gompers students did not attend the new Gompers when it opened.
- The Community reported that the former Gompers had been a K-4 building and the new building now housed PreK-8. The merging of another closing school caused the enrollment of the new school to increase to almost 1000 students for a school built to house 850 students during the initial opening of the new school. The staff and administration at Gompers have not recovered from the poor opening of the new building.

Key Strategies:

The following key strategies are used by the school:
- Differentiated Instruction
- Small group instruction
- Comer Model
- On Line M-STEP
- Daily classroom walkthroughs
- Student Conferences
- Instructional Learning Cycles
- Train the Trainer Model
- Peer Classroom Observation
- Sharing in content areas
- TRIG training provided to 20 teachers (all Gompers students have a OneDrive account)
- Technology oriented

- The leadership reported that the staff has been trained in Marzano and has changed their style of teaching and learning, but there was no data shared that showed improvements in outcomes.
- The school reviews data for growth and uses their ILC and MAP to access how students are doing long-range. Growth, rather than proficiency, continues to be the focus.
- The leadership reported that students are being more responsible for their learning, but it was not clear how that was determined or measured.
- The leadership reported that the school uses MTSS and has interventions for students at Tier 2 and Tier 3.

Turnaround Strategy Domain 1: *Leadership, Shard Responsibility, and Professional Collaboration*

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Key Question: How, and to what extent, do you (and your leadership team) cultivate shared ownership, responsibility, and professional collaboration in the school?

Turnaround Strategy Components	Alignment with Best Practice
Teaming, Shared Leadership and Responsibility, and Collaboration Distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Leadership Team and grade-level and vertical teams. Key indicators: • The school leadership team meets regularly and includes representation from all grades and student needs. • Grade-level and vertical teams meet regularly. • Teams exhibit a strong commitment to high expectations for all students and a willingness to work together to improve instruction.	
Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement Administrators and teachers (through teacher teams or involvement in the leadership team) are monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement. Key indicators: • **Adaptation:** Leadership has the demonstrated ability to adapt, innovate and do whatever it takes to improve student achievement. • **Instructional Observation:** Instruction is formally and informally observed and meaningful feedback is provided. Teachers, as well as students, are held to high expectations.	

- The leadership reported that they use the Gompers Instructional Model which is unique to Gompers.
- Professional Learning Community meetings are held weekly and built into the school schedule to ensure that content and grade level teams can work collaboratively and efficiently.
- The teachers reported that the leadership provides each PLC team with a task to complete with a focus on using student data. Teachers also refer to M-STEP data regularly.
- The leadership reported that teachers visit other peer classrooms. They have created a buzzword entitled, "PM" which stands for the progress monitoring that should be conducted every two weeks.
- As a Comer School the leadership team meets weekly and throughout the day. The school has grade level chairpersons, content area committees and they rely heavily on reaching consensus and collaboration. "We share the responsibility for everything."

- The leadership reported that "we walk with the teachers...no fault, no blame. We take responsibility that we have to move the students up as well."
- The leadership reported that time is provided during staff meetings for teachers to share what they have learned in their PD. Teachers are provided with an opportunity to share and teach other staff members.
- The teachers reported that they are allowed to attend professional conferences.
- During the on-site visit the reform model approved by the SRO for Gompers was never mentioned.

Turnaround Strategy Domain 2: *Intentional Practices for Improving Instruction*

The school uses an aligned system of common core curricula, assessments, and common instructional practices across the school and content areas, and employs intentional practices for improving teacher-specific and student-responsive instruction.

Key Question: What are the strategies and practices that you and your colleagues use to improve instruction? Specifically, how do you work to improve teachers' instruction?

Turnaround Strategy Components	Alignment with Best Practice
Common core curriculum and aligned and rigorous instructional practices. Administrators and teachers develop and use vertically and horizontally aligned curricula and instructional strategies that includes common units, lessons, assessments, and instructional strategies and language within and across grades and content areas. Key indicators: • Teachers' unit and lesson plans are similarly structured, incorporating best practices, directly linking lesson content with the grade-level standards and standards taught in prior and subsequent grades. • A common set of instructional strategies, academic language, and other learning tools are evident in lessons and in practice, to enable students to access content.	
Defined expectations for high quality instructional practices The school has a clear instructional focus and shared expectations for instructional best practices that address students' instructional needs. Key indicators: • Leaders and teachers understand the instructional focus and how the instructional focus informs (or is evident in) classroom practice. • Teachers have received training and professional development on the instruction focus and related instructional strategies.	
Teacher support and feedback to improve instruction Teachers are actively supported to develop high quality lessons, deliver high quality lessons and instruction and to become experts in using and refining effective instructional strategies. Key indicators: • The principal (or administrators or coaches) spend significant time in classrooms, observing teachers' instruction and providing teachers with constructive and useful feedback on instructional practices. • Teachers (and teacher team) use a variety of standards-based assessments to assess the effectiveness of instructional strategies and modify instruction accordingly.	

- The leadership reported that, "I Can "statements are posted in every classroom.
- The leadership reported that the Reading Interventionist ensures that teachers are on the same page with literacy.

- The leadership reports that classroom walkthroughs are daily and leadership models instruction where needed. Both Principal and Assistant Principal serve as instructional coaches and teachers receive immediate feedback at the conclusion of the walkthrough. The Assistant Principal returns to the classroom the following day to ensure that changes needed have been implemented.

Turnaround Strategy Domain 3: *Providing Student-Specific Supports and Instruction to All Students*

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Key Question: How, and to what extent, does your school provide student-specific supports and interventions to students?

Turnaround Strategy Components	Alignment with Best Practice
Tiered and Targeted Interventions for Students and Monitoring for Effectiveness The school has a system (structures, practices, resources) for providing targeted instructional interventions and supports to all students which also includes close monitoring of the impact of tiered interventions on students' progress. Key indicators: • Students are provided with targeted, student-specific instruction and interventions in direct response to their academic areas of need, rather than placing entire groups of students in intervention groups. • The impact of classroom-based and tiered interventions is frequently monitored (e.g., regularly, in 2, 4, or 6 week intervals and often by grade-level teams or by school support teams) and then refined in direct response to students' needs.	
Data Use and Data Informed Targeting of Interventions Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs. Key indicators: • A variety of valid and reliable assessments (standards-based and performance assessments) are used consistently, within and across grades and content area. • Administrators and teachers are using assessment to identify the specific students needing additional support and the targeted areas of need for each specific student.	

• The leadership reported the following targeted interventions provided to students:
  (1) students have targeted M-STEP problems every day
  (2) Success Maker is used 4xweek/4xday
  (3) teachers have specific names of students who require interventions
  (4) City Year students assist students in the classroom and provide additional instructional support
  (5) Math classes are double-blocked (provides opportunity for smaller groups where instruction can be differentiated)
  (6) Reading Interventionist ensures that all teachers are on the same page and they strive to maintain uniformity
  (7) MTSS is in place and progress monitoring is conducted every two weeks
  (8) EdTech provides small intervention groups for students

- The leadership reports that the school uses data to drive their instruction (i.e. NWEA, M-STEP, formative and summative assessments are used).

Turnaround Strategy Domain 4: *School Climate and Culture*

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Key Question: How does your school attend to students' social-emotional health and establish a safe, orderly, and respectful environment for students?

Turnaround Strategy Components	Alignment with Best Practice
Safety and secure learning environment. The school has established and provides a safe and secure learning environment for students, staff and community members. Key indicators: • Student to student interaction and teacher to student interactions are respectful and considerate, as observed during the visit.	
Shared Behavioral Expectations that support student learning Administrators and teachers have and use a clearly established set of behavioral expectations and practices that supports students' learning. Key indicators: • Expectations of student behavior are written and clearly shared and understood throughout the school building. • Behavioral expectations are reinforced through consistently applied rewards and consequences (consistent among and across teachers and grades).	
Targeted and effective social-emotional supports The school has identified, established, and proactively provides effective social-emotional resources and supports for students in need of such supports and assistance. Key indicators: • The school has identified a wide array of effective social-emotional responses and supports for students in need of such assistance and support. • Students that may need or benefit from social-emotional supports are identified and receive targeted social-emotional support. • Data on the effectiveness of social-emotional supports is collected and monitored.	

- The leadership reported that Gompers is a Comer School and the program is intended to improve the educational experience of poor minority children. Improvement is attained by building supportive bonds among children, parents, and school staff to promote a positive school climate. Unfortunately, significant improvements in academic achievement have not been observed.
- The leadership reported that instances of Out of School Suspensions (OSS) have been cut in half. The school has implemented PBiS throughout the school and operates a "Gator Store" where students can purchase items with their Gator tickets earned for good behavior. The community

partnerships provide items for the store (i.e. bikes, Kindles, T-Shirts, crayons, balls) the school provides many opportunities to recognize students for positive behavior throughout the school year.

- The leadership reported that a celebration was recently held for over 600 students' participants who had reached their Math goal. Unfortunately, student performance on the MSTEP continues to languish below 25% in ELA and math.
- The leadership reported that strong community support, community partnerships help to support students and families by providing wrap around services.
- The school provides the following student opportunities:
  (1) Service Learning Community
  (2) DAPCEP (7th Grade Girl took top honors for the state and was awarded the Real McCoy award)
  (3) Science Fair
  (4) Trips to New York, Washington, D.C.
  (5) Leadership camping trip to YMCA Camp Ohiyesa
  (6) Art classes
  (7) Music classes
  (8) Physical Education
  (9) After-School tutoring
  (10) Student Garden
  (11) My Brother's Keeper (helps with student attendance)
  (12) Volunteer opportunities within the school
- The school supports the community by providing the following:
  (1) DHS Wrap Around Services
  (2) Family Help
  (3) Identifying and eliminating barriers for student attendance
  (4) PTO for parental engagement

Turnaround Strategy Domain 5: *District System to Support Accelerated Improvement and Turnaround*

The district has developed systems for identifying schools that are not performing well, and strategies for monitoring and supporting school leadership and teachers.

    Examples of district systems:
- *Strategic placement and assignment of principals and teachers in high need schools, including the use of incentives to get the right leaders and teachers in high need schools.*
- *Provision of additional staffing and resource autonomy to leaders in high need schools*
- *Provision of additional supports (e.g., coaching supports, instructional resources) to high need schools.*

Key Questions:
- How does the district monitor and/or support you in your efforts to improve instruction and raise student achievement?
- To what extent has the district provided you with additional autonomy to make changes to staff (e.g., to hire new teachers and/or quickly remove teachers not supportive of your work), to the school's schedule, and in your use of resources? How much autonomy do you have?

	Alignment with Best Practice
District Capacity - Core Functions The District has established and/or provides schools with base supports necessary for effective teaching and learning (Core curriculum and professional development, assessments, data systems, instructional materials, human capital).	
District capacity - Monitor and support The district has established and communicated a district-wide improvement strategy, including a vision and specific goals for improvement. The improvement strategy includes specific strategies for monitoring and supporting schools (leaders, teachers, and students).	
District Capacity – Conditions and Autonomy The district provides schools with sufficient autonomy and authority to implement turnaround actions, while holding schools accountable for results.	

- The District provides Gompers with autonomy in the following areas:
  - (1) Flexibility with school scheduling
  - (2) Building budget
  - (3) Flexibility with Title 1 funds
- The leadership reported that WRESA provides professional development, instructional coaches and other training as identified by the school.
- The District has not provided the school with enough human capital (teachers, substitute teachers) as is evidenced by the large class sizes.
- The District has provided the school with a core curriculum and professional development.

Unreasonable Hardship Review Part 2b: Operational On-Site Review (Facility Conditions Index)

The SRO partnered with DTMB's Facilities & Business Services Administration Office (SFA) to determine a facility conditions index (FCI) for **Gompers Elementary-Middle School.** The FCI measures maintenance and repair costs against current replacement cost of the building. The lower the number, the less cost effective it is for the district to keep the building open.

All inspections were designed to be non-intrusive and the results were based on observations and assumptions given the factual knowledge provided.

FCI SCORE: 84.4

A copy of DTMB's FCI report is attached to this report as Appendix B.

Unreasonable Hardship Review Part 3: Access and Availability

Whether statutorily required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), or MCL 380.561(6), or optionally adopted under MCL 380.1280c, the SRO is committed to completing an analysis of whether the proposed closure will result in unreasonable hardship to pupils attending **Gompers Elementary-Middle School.** The SRO will consider other public school options available to students in the grade levels offered and geographic area served by **Gompers Elementary-Middle School** to determine if the closure would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that any closure does not necessitate the enrollment of a displaced student in another failing school. When evaluating the sufficiency of other public school options for affected pupils and unreasonable hardship, the SRO evaluates a variety of factors that can generally be organized into three different categories. These categories include, but are not limited to:

- **Geography:** Are there schools within a reasonable number or miles from the school identified that serve the same grade levels as the identified school?
- **Performance:** Are there schools that were identified during the geographic evaluation that also have an acceptable Top-to-Bottom ranking?
- **Access:** Do the students that would be displaced by the NLA Action have reasonable access to the schools identified during both the geographic and performance evaluations?

The results of the SRO's analysis are included in the below table. The number of schools that meet the parameters defined in the left most two columns is included in column #3 and the estimated capacity of the qualifying schools is included in column #4. The right-most two columns define the # of qualifying schools that would not require students to utilize the schools-of-choice legislation (MCL 388.1705/MCL 388.1705c) to gain access and the estimated capacity of those qualifying schools that would not require utilization of the schools-of-choice legislation.

Distance Parameter (Maximum in miles)	TTB Ranking Parameter (Minimum)	# of Qualifying School-of-Choice Schools	Estimated Capacity of Qualifying School-of-Choice Schools	# of Qualifying Local Access Schools	Estimated Capacity of Qualifying Local Access Schools	Total # of Qualifying Schools that Displaced Students Could Access	Total Estimated Capacity of Qualifying Schools that Displaced Students Could Access
5	25	9	13	10	703	19	716
10	25	37	245	24	1166	61	1411
15	25	87	429	39	2331	126	2760
20	25	122	651	49	2456	171	3107
25	25	156	902	56	2695	212	3597
30	25	201	1122	61	2815	262	3937

Unreasonable Hardship Data Key Takeaways

- There are 9 accessible school of choice that are qualifying and that are located nearby, within 5 miles. They could accommodate up to 13 students.
- There are 10 accessible local access schools within a 5-mile radius and 24 within a 10 mile radius. They could accommodate 1166 students.
- The total number of schools within a 10 mile radius that are accessible is 61 schools, and could accommodate up to 1411 students.

Unreasonable Hardship Review Part 4: Final Determination

The SRO's Final Unreasonable Hardship Determination is based on a comprehensive review of all available data, the results from both operational and academic on-site review visits and an examination the other public school options that are available to the students that would be impacted by the closure of **Gompers Elementary-Middle School.** All of the information produced and insights gained from the Unreasonable Hardship Review Process that have been detailed in this report, were considered when answering the three key questions that comprise the SRO's Final Unreasonable Hardship Determination.

Question 1: Are the academic and operational and academic realities of the identified school reflective of a school poised for rapid turnaround?

	The academic and operational realities of the identified school reflective of a school poised for rapid turnaround.
	The academic but not the operational realities of the identified school reflective of a school poised for rapid turnaround
	The operational but not the academic realities of the identified school reflective of a school poised for rapid turnaround
	Neither the academic nor the operational realities of the identified school reflective of a school poised for rapid turnaround

Question 2: Are there are sufficient other public school options reasonably available to these pupils?

	There are sufficient other public school options reasonably available to these pupils?
	There are insufficient other public school options reasonably available to these pupils?

Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

	The proposed NLA action would not result in an unreasonable hardship to the displaced pupils
	The proposed NLA action would result in an unreasonable hardship to the displaced pupils

Determination:
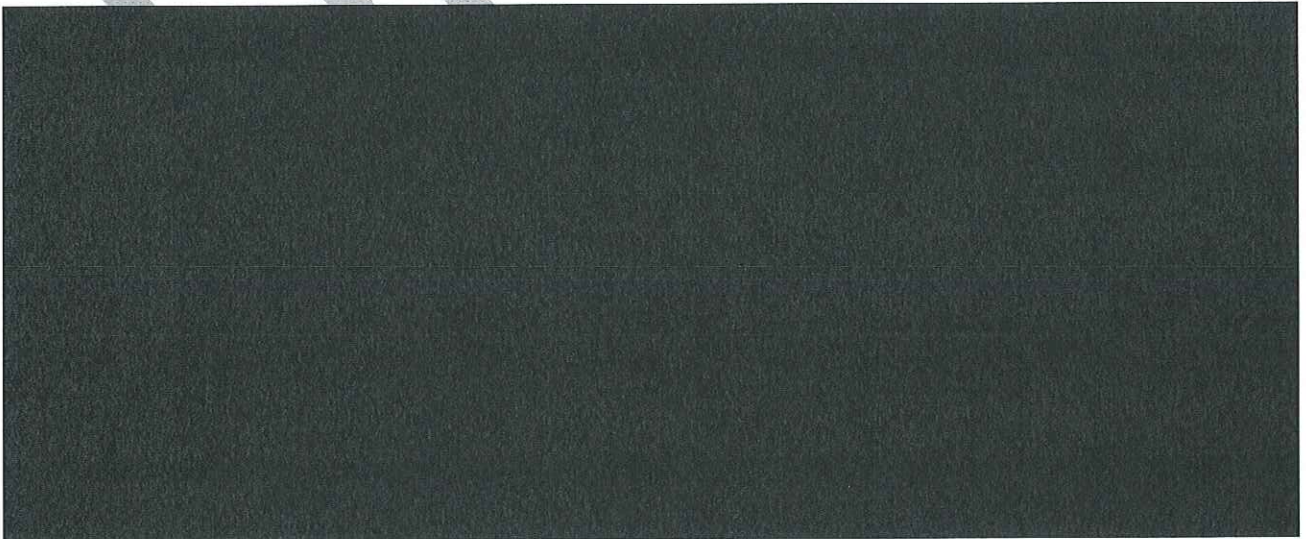
Next Steps:

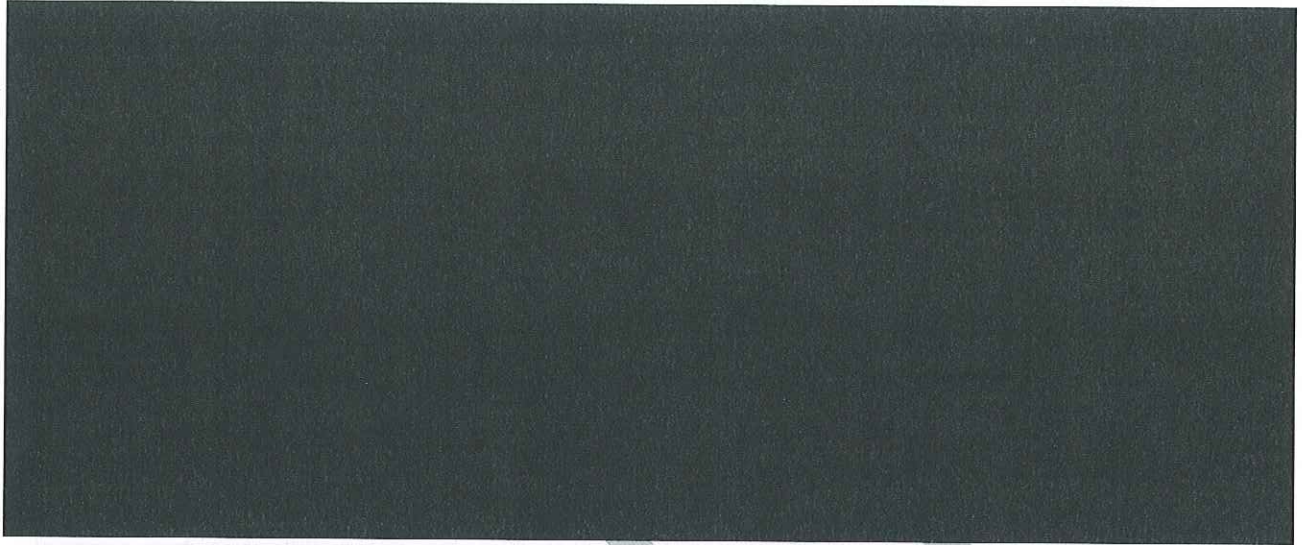**APPENDIX A: SRO Unreasonable Hardship Data Request Packet**

The SRO is committed to ensuring that the Unreasonable Hardship Determination required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), MCL 380.561(6), or optionally adopted under MCL 380.1280c is as informed as possible. Therefore, the SRO is requested that the following information be provided in an editable format (e.g., .doc, .docx, .xls, .xlsx, etc.) by Tuesday, February 1, 2017. Where possible, the information provided will be verified against previously reported and publically available data.

Data review components:
- Academic
- Climate and Culture
- Professional
- Operational

Academic Data

Top-to-Bottom Rankings by Year

2012	2013	2014	2015	2016
2	0	3	3	3

Student Proficiency – Mathematics

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	16.11		
Native American			
Asian			
African-American	15.75		
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	16.08		
Students with Disabilities (IEP & 504)	28.99		
English Language Learners			

Student Proficiency – Reading/ELA

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	39.91	14.86	12.36
Native American			
Asian			
African-American	40.05	14.53	12.35
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	39.55	14.32	12.83
Students with Disabilities (IEP & 504)	31.88	6.67	5.48
English Language Learners			

Student Proficiency – Science

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)			
English Language Learners			

Student Proficiency – Social Studies

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)			
English Language Learners			

Climate and Culture Data

Enrollment by Subgroup[2]

Race	2013-2014	2014-2015	2015-2016
All Students	850	794	777
Male	459	427	421
Female	391	367	356
Native American			
Asian			
African-American	830	772	763
Hispanic		11	
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	698	693	681
Students with Disabilities (IEP & 504)	114	105	111
English Language Learners			

Enrollment by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	95	86	111	87	97	92	97	96	89		0	0	0	850
2014-2015	86	90	72	106	80	87	94	94	84		0	0	0	794
2015-2016	85	94	91	77	96	87	79	84	84		0	0	0	777

Special Population Percentages

	2013-2014 (%)	2014-2015 (%)	2015-2016 (%)
English Language Learner			
Students with Disabilities (IEP & 504)	13.4%	13.2%	14.3%
Economically Disadvantaged	82.1%	87.3%	87.6%

Attendance

	2013-2014	2014-2015	2015-2016
Attendance Rate (%)	87.6%	87.2%	86.0%
Percent Chronically Absent	65.8%	67.3%	66.6%
Chronically Absent Student Count	531	498	513

---

[2] Enrollment by student(s) does not necessarily indicate that the student(s) will take state assessments.

Professional Data

Teacher Evaluations

	# of Teachers 2013-2014	% of Teachers 2013-2014	# of Teachers 2014-2015	% of Teachers 2014-2015	# of Teachers 2015-2016	% of Teachers 2015-2016
Highly Effective	39	78.0%	41	89.1%	35	85.4%
Effective	7	14.0%	4	8.7%	6	14.6%
Marginally Effective	0	0.0%	1	2.2%	0	0.0%
Ineffective	4	8.0%	0	0.0%	0	0.0%

| Total Teachers | 50 | | 46 | | 41 | |